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ABSTRACT

The experiences of beginning teachers (female and male teachers in urban and rural areas) in Manitoba are examined in this study. Questionnaires were mailed to the approximately 300 beginning teachers identified. The 148 who responded constitute the sample: 107 females--61 at urban schools, 46 at rural schools; and 41 males--32 at urban schools and 9 at rural schools. The study focused on three aspects of the beginning teachers' experiences: (1) their expressed concerns, (2) job facet satisfaction, and (3) the relationship between expressed concerns and perceived job facet satisfaction. The questionnaire data were subject to varimax rotation factor analysis in order to determine the array of factors and distribution of dimensions of both expressed concerns and job facet satisfaction within the factors. Additional statistical analyses of means and standard deviations and two-tailed t-tests were applied to the responses of the four groups of teachers. The findings of the study are discussed in the text and presented in 14 tables. The questionnaire items are listed in the text. Arising from this study is the clear indication that organizational issues of classroom management and discipline, classroom organization, time management, curriculum adaptation and organization, short-term planning, and long-term planning are of great concern to all groups of beginning teachers. (MLF)

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THE PERCEIVED PROBLEMS OF FIRST YEAR TEACHERS AND LEVELS OF JOB FACET SATISFACTION

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CONCERNS AND LEVELS OF JOB FACET SATISFACTION OF BEGINNING URBAN AND RURAL TEACHERS

INTRODUCTION

Entering the first year of his career, the beginning teacher encounters the shock of reality, facing for the first time "...the harsh and rude reality of everyday classroom life." (Veenman, 1984:143). This shock of reality may manifest itself in five main ways, according to Muller-Fohrbrodt, Cloetta, and Dann (1978), including:

a. perceived problems
b. behavioral changes
c. attitudinal changes
d. personality changes
e. career changes (Veenman, 1984).

Although a great deal has been written about the perceived problems of beginning teachers and a little about the four remaining manifestations of the beginning teacher's reality shock, little has been written about the level of perceived satisfaction with teaching, at the end of the first year in the classroom (Veenman, 1984:144). This study examines the perceived problems of beginning elementary teachers in the Province of Manitoba. In addition, the study focused on their perceived levels of satisfaction with teaching.

Literature On Perceived Problems

Through his review of research conducted in Europe, Australia, and North America, Veenman (1984) suggests that there may be a common set of problems faced by beginning teachers. Twenty-four such problems of elementary teachers were identified, through twenty-eight studies. The ten most significant common problems reported were:

classroom discipline
motivating students
dealing with individual differences
assessing students' work
relations with parents
organization of class work

insufficient materials and supplies
dealing with problems of individual students
heavy teaching load resulting in insufficient preparation time
relations with colleagues (Veenman, 1984:154).

Several studies have further discovered that these concerns are similarly held by beginning elementary and secondary teachers (see Cruickshank, Kennedy, and Meyers, 1975; Pataniczek and Isaacson, 1981; and Adams, 1982). Findings of Dropkin and Taylor's study of beginning elementary and secondary teachers in special service, core and non-special suburban schools in New York City, suggests further that the location of beginning teachers generally produces little significant differences in the perceived problems encountered.

Literature on Beginning Teacher Satisfaction

Much has been written concerning the satisfaction of teachers. There appears to be little evidence of a focus within the literature of the level of satisfaction with teaching, as perceived by beginning teachers. Factors that relate to the perceived satisfaction with teaching of teachers with several years experience may have little or no bearing on the perceived satisfaction with teaching of beginning teachers. This might be an area for future investigation but is not germane to this study.

Addressing the question of satisfaction, Locke (1969) defines it as "the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating one's job values." This view is supported by Lawler (1973:76), who claims that "satisfaction with the factor will be determined by the difference between how much of the factor there is and how much of the factor the person feels there should be.", referring specifically to facet satisfaction. Facet satisfaction is defined by Lawler (1973:64) as individuals' "affective reactions to particular aspects of their job."

Wolf (1970) has identified two elements of satisfaction/dissatisfaction in the discussion of Need Gratification Theory. These have been labelled as (a) content and (b) context elements. Content elements refer to those aspects or facets of work, such as achievement, recognition by others, personal growth, and advancement, over which the individual has

some control (Wolf, 1970:92). Wolf argues that content elements are closely related to job motivation "in that an individual can increase the level of gratification of his related needs through job-oriented behaviors."

Context facets of satisfaction, however, are those over which the individual has little control. Elements, such as policy, administration, working conditions, job security, interpersonal relations with peers and supraordinates, are unrelated to job motivation, Wolf explains (1970:91), "in that an individual cannot increase the level of gratification of his related needs through job-oriented behaviors."

This categorizing of satisfaction facets into *content* and *context* was duplicated by Hinrichs (1974), based on earlier work conducted by Herzberg, Mausner, and Snyderman (1966). Hinrichs (1974) perceived context needs (satisfaction facets) to be employees' lower-order needs, while content needs corresponded to higher-order facets.

Thus content facets, having the potential of being manipulated by the individual in order to achieve increased gratification of related needs, appear to be better predictors of job satisfaction than are context facets. In contrast, Ronan (1970), in his review of the literature of job satisfaction, claims that both content and context elements are determiners of satisfaction. Ronan (1970:2) has identified seven dimensions of satisfaction, including:

> the content of work, actual tasks, control of work,
> direct supervision of work,
> the organization and its administration,
> opportunities for advancement,
> pay and other benefits,
> colleagues, and
> working conditions.

Ronan (1970:3) claims that "(t)he factors are of more or less importance in various studies and often specific factors appear but, in general, the seven descriptive rubrics seem to cover the more important sources of job satisfaction."

Research on Teacher Satisfaction

There is general support for the thought that satisfaction with one's job is a function of the person and his environment. Holland's *Vocational Preference Inventory* (1977b), for example, is based on this theory of person-environment interaction (Holland, 1973, 1977b, 1978). However, Holland's two studies (1977a and 1977b) suggest that personal factors, such as sex, age, years employed, and level of education, are not valid predictors of job satisfaction.

In his study of the job satisfaction of school counselors, using Holland's *Person-Environment Interaction Theory*, Wiggins (1984) confirmed a minimal role for the above mentioned personal attributes in job satisfaction. He did find that the degree of congruence of personality and environment, as measured by the *Vocational Preference Inventory*, was a strong predictor of job satisfaction (Wiggins, 1984:171).

Holdaway (1978), through his study of facet and overall satisfaction of 801 K-12 teachers in Alberta, in an exploration of the validity of Hertzberg's (1966) two-dimensional satisfaction model, discovered that intrinsic factors correlated more readily with overall satisfaction than did extrinsic factors. Teachers perceived to be satisfied with teaching rated interpersonal relationships, instructional decision discretion, and the teaching assignment itself as motivating facets in their jobs. Teachers perceived to be dissatisfied felt dissatisfaction with societal and parental attitudes; teachers' perceived status; decision making, consultative, and bargaining procedures; the amount of preparation time; and school staffing procedures.

Kreis and Milstein (1985), investigating the relationship between job satisfaction and needs fulfillment, found that, while such a relationship did exist, the general belief that a similar relationship exists between job satisfaction among teachers and a hierarchical arrangement of needs was not supported (1985:76).

Wangberg, Metzger, and Levitov (1982) examined the perceived level of job dissatisfaction among female elementary teachers. They found that forty per cent of their sample would not choose elementary teaching, were they given another choice of careers. Their analysis identified two

factors related to job dissatisfaction, which they labelled (a) working conditions and (b) "perceptions of women's roles in professions" (1982:38). However, the items they used to determine these perceptions appear to be rather vague: Female Career Options and Career Importance.

Summary

In the context of this study, the degree or level of beginning teacher satisfaction has been defined as the difference between *desired perception* and *current perception* of satisfaction with selected job facets (Lawler, 1973). Based on the literature (Herzberg, Mausner, and Snyderman, 1966; Wolf, 1970; Hinrichs, 1974; Holdaway, 1978), there appear to be two elements that determine the level of overall teacher satisfaction. Again, in the context of this study, these have been labelled *content job facets* and *context job facets*.

THE STUDY

There were three foci for this study. The first concentrated on the perceived concerns of beginning female and male teachers in urban and rural divisions in the Province of Manitoba. The second focus was the perceived level of satisfaction with teaching, of these groups, following the end of the first year of teaching.

The third part of the study examined the relationship between expressed concerns of beginning teachers (male and female, rural and urban) and perceived job facet satisfaction.

The Sample

Approximately 300 beginning teachers were identified and were mailed questionnaires. Of these, 148 responded. The following is the composition of the sample:

1. Sex	Female	Male
Urban	61	32
Rural	46	9

Pilot Study

In the Spring of 1983, in cooperation with *The Manitoba Teachers' Society*, the perceived concerns of first, second, and third year teachers were obtained through open-ended response questionnaires. The results were tabulated and used as the basis for the *Concerns* section of the questionnaire, employed in this study. Thus the perceived concerns, to which the sample of this study responded, arose from the Pilot Study.

Hypotheses

The following null hypotheses were developed, as a result of a review of the literature and the results of the Pilot Study.

Hypothesis One: There are no statistically significant differences in the reported concerns of the following groups of teachers:

a. urban female and male.

b. rural female and male.

c. urban and rural female.

d. urban and rural male.

Hypothesis Two: There are no statistically significant differences

in the reported level of facet satisfaction of the following groups of teachers:

a. urban female and male.

b. rural female and male.

c. urban and rural female.

d. urban and rural male.

Hypothesis Three: There are no statistically significant relationships between expressed concerns and perceived job facet satisfaction of beginning teachers.

Methodology

A questionnaire was mailed to the respondents in the late Spring of 1985, requesting demographic information, such as (a) present assignment, (b) sex, (c) age, (d) level of academic preparation, etc. Part B of the questionnaire requested beginning teachers to respond to the following question: *Using the scale below, indicate the degree to which the following have been of concern to you during this year.*

These concerns were:

Classroom Management/Discipline
Classroom Organization/Time Management
Lack of Clear Administrative Expectations
Adapting Curricula to Meet Students Needs
Lack of Clarity in Student Evaluation Procedures
Availability of Resources
Concerns with Material Ordering Procedures
Concerns with Material Budgeting
Lack of Clarity in School Policy or Regulations
Lack of Clarity in Division Policy or Regulations
Inadequate Preparation Time
Concerns About Teaching in a Multi-Grade Class
Concerns About Short-range (Daily) Planning
Concerns About Long-range (Unit) Planning
Concerns About Meeting the Needs of the Handicapped

A four point scale was used:

0 - Little or No Concern

1 - Some Concern

2 - Moderate Concern

3 - Of Major Concern

Part C of the questionnaire requested the respondents to follow these directions:

. For each item below, please rate your *CURRENT* view (How much is there now?) and your *DESIRED* view (How much should there be?) by circling the appropriate numbers (two separate response columns were provided).

There were twenty-five facets of teaching that were identified through the literature as being closely related to satisfaction with teaching. These are listed below:

The feeling of worthwhile accomplishment you find in your position.

The opportunity for personal growth and development in your position.

The feeling of self-esteem you get from being in your position.

The feeling of self-fulfillment you get from being in your position; the feeling of being able to use your unique capabilities, realizing your potential.

The feelings of regard/importance you receive from your colleagues in your school.

The opportunity, in your position, to help your colleagues.

The amount of decision autonomy you feel in your position.

The opportunity, in your position, to participate in the determination of policies and regulations within your school.

The degree of freedom you have in selecting subject matter for the classes you teach.

The degree of freedom you have in selecting teaching methods.

The degree of freedom you have in selecting teaching materials, with the constraints of available funds.

Your positive relationship with students.

The positive attitudes of your students towards learning.

Data Analysis

The questionnaire data were subject to varimax rotation factor analysis, in order to determine the array of factors and distribution of dimensions of both *expressed concerns* and *job facet satisfaction* within the factors. In addition to this, the following analysis of response data for the *concerns* section of the questionnaire were conducted:

a. means and standard deviations of response data for male and female rural and urban beginning teachers.

b. two-tailed t-tests of perception differences in expressed concerns for

   i. rural female and male beginning teachers

   ii. urban female and male beginning teachers

   iii. rural and urban female beginning teachers

   iv. rural and urban male beginning teachers

The following statistical analyses were conducted on the response data received from the *satisfaction* portion of the questionnaire:

a. comparison of means of current and desired perceptions of job facets for rural and urban male and female beginning teachers

b. comparison of means of current and desired perception of job facets for urban male and female beginning teahcers

c. comparison of means of overall satisfaction level of beginning teachers

d. two-tailed t-tests of differences in means of current and desired perceptions of job facets for rural and urban female and male beginning teachers

The following statistical analyses were conducted with both *expressed concerns* and *satisfaction* data:

correlations of dimensions of job facet satisfaction to expressed concerns for the following groups of beginning teachers

   i. rural female

   ii. rural male

   iii. urban female

   iv. urban male

The amount of regard/importance given to you from acquaintances outside the school, as a result of your position.

The opportunity for independent thought and action in your position.

The opportunity to develop close friendships in your school.

The opportunity to participate in setting school goals.

The feeling of security in your position.

The clarity of administrative expectations for you as a teacher.

The equitable distribution of resources within your school.

Your feeling of job security.

The availability of useful advice to assist you with problems you encounter in your teaching.

The degree of freedom you have in selecting your teahing assignments.

Your positive relationship with students' parents.

A seven-point Likert-type scale was used:

0 - Not Applicable

1 - Little or None

2 - Not a Lot

3 - Some

5 - A Good Deal

6 - A Large Amount

FINDINGS

Expressed Concerns

The responses received from the 143 beginning teachers were subjected to factor analysis. This process revealed eleven concerns, aligned in three factors. Table 1 displays these concerns and their grouping.

PLACE TABLE 1 ABOUT HERE

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1. *Rural Beginning Teachers:* Table 2 displays the responses of first year male and female beginning teachers to the eleven concerns. Both males and females perceived organizational matters of greater concern than resource or policy issues. For female teachers, the mean of expressed concerns indicate moderate importance placed on them. These *moderate* concerns ($1.10 < \bar{X} < 2.00$) included

   classroom management $\bar{X}=1.97$

   curriculum adaptation and organization $\bar{X}=1.78$

   classroom organization and time management $\bar{X}=1.74$

   long-term (unit) planning $\bar{X}=1.46$

   short-term (daily planning) $\bar{X}=1.15$

   availability of resources $\bar{X}=1.15$

   Male teachers perceived these concerns to be of more major importance. These major concerns ($1.99 < X < 3.00$) included:

   classroom management $\bar{X}=2.55$

   classroom organization and time management $\bar{X}=2.44$

   curriculum adaptation and organization $\bar{X}=2.22$

   long-term (unit) planning $\bar{X}=2.22$

   Moderate concerns ($1.10 < X < 2.00$) included:

   Short-term (daily) planning $\bar{X}=1.67$

   availability of resources $\bar{X}=1.67$

   resource ordering procedures $\bar{X}=1.44$

   resource budgeting procedures $\bar{X}=1.11$

   There are significant differences in the responses of females to males, at the .05 confidence level. In particular,

concerns about classroom organization and long-range planning appeared to be the most significant difference, with rural males expressing more concern than rural females. In other cases, in which there are significant differences, the pattern of males expressing greater concern than female teachers appears to hold, with the exception of "school policy" matters.

PLACE TABLE 2 ABOUT HERE

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2. *Urban Beginning Teachers:* Responses received from urban male and female beginning teachers are to be found in Table 3. In order of importance, those concerns reported by female urban teachers as being of *moderate* importance to them ($1.10 < X < 2.00$) included:

classroom management and discipline $\bar{X}=1.90$
classroom organization and time management $\bar{X}=1.90$
curriculum adaptation and organization $\bar{X}=1.79$
availability of resources $\bar{X}=1.61$
long-term (unit) planning $\bar{X}=1.41$
resource ordering procedures $\bar{X}=1.31$
resource budgeting procedures $\bar{X}=1.31$
short-term (daily) planning $\bar{X}=1.26$
administrative expectations $\bar{X}=1.23$

The one area, identified as being of *major concern to male urban beginning teachers was:*

classroom organization and time management $\bar{X}=2.00$

Other concerns, classified as *moderate* included:

classroom management and discipline $\bar{X}=1.78$
curriculum adaptation and organization $\bar{X}=1.75$
availability of resources $\bar{X}=1.56$
long-term (unit) planning $\bar{X}=1.53$
short-term (daily) planning $\bar{X}=1.34$
administrative expectations $\bar{X}=1.34$
resource budgeting procedures $\bar{X}=1.28$

resource ordering procedures $\bar{X}=1.16$

With neither group were there many significant differences in perception, the exception being "budgeting procedures" ($t2=3.33$; $p < .05$).

PLACE TABLE 3 ABOUT HERE

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3. *First Year Female Beginning Teachers: Rural and Urban.* An analysis of the responses received from first year female beginning teachers, reveals that there appears to be no discernible pattern in concerns for which statistically significant differences were observed. For example, rural female teachers perceived *classroom management* to be of greater concern than did urban females ($t2=3.14$; $p < .05$), while the reverse was *true for classroom organization and time management* ($t2=3.60$; $p < .05$).

Of more significant differences were the responses to concerns about *resource* matters. Urban female beginning teachers perceived these to be of far greater importance than did their rural colleagues ($p < .01$). Similar differences were noted for *policy* concerns ($p < .01$).

PLACE TABLE 4 ABOUT HERE

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4. *Male Beginning Teachers:* Table 5 displays the comparisons of means of first year male teachers, rural and urban. Unlike the comparison of female beginning teachers, the comparison of male teachers indicates a definite pattern. For four of the five "organizational concerns" there were significant differences present ($p < .05$), with rural males expressing more concern with these matters than urban male teachers.

The opposite may be said of the responses to "policy concerns". The analysis of responses to these matters in-

dicates urban male beginning teachers expressing more concern than their rural colleagues, although the level of concern expressed in either case was not great.

PLACE TABLE 5 ABOUT HERE

Summary of Expressed Concerns

Analysis of the response data revealed that five *organizational concerns* were perceived to be of more importance to all groups of beginning teachers than either the *resource* or *policy concerns*. Further to this, while there were significant differences between the perceptions of male and female rural beginning teachers to *organizational concerns*, with males perceiving more significant concern than females, no such relationship was discernible between urban male and female beginning teachers.

Subsequent analysis of rural and urban males determined that for three of the five *organizational concerns* there were insignificant differences in perception. Rural males perceived *classroom management* and *discipline* to be of more concern than did urban males, while the reverse was observed for *classroom organization* and *time management*.

The analysis of female teacher responses indicated that urban teachers perceived, on the average, *organizational concerns* to be of more threat to them than did rural teachers. The greatest degree of statistically significant difference occurred in the areas of *resource* and *policy concerns*.

Facet Satisfaction

The responses of beginning rural and urban teachers to the "Satisfaction Level" questionnaire were subjected to a varimax rotation factor analysis (SAS). This analysis identified two factors, within which 19 of the facets were clustered (factor loading 0.40). The configuration of job facets within each of the factors and their loadings may be found in Table 6.

Factor 1, containing 7 job facets, was labelled *Content Facets*, as each of the facets identifies aspects of involvement, over which the teacher has some measure of control. Factor 2, containing 17 job facets,

was labelled *Context Facets*, as each identifies job facets over which the teacher has little or no direct control.

Rural Beginning Teachers. Table 7 details the means of responses for male and female rural beginning teachers to the following:

Current Perception of Job Facet Satisfaction (C.P.; maximum response = 6.00)

Desired Perception of Job Facet Satisfaction (D.P.; maximum response - 6.00)

In addition, Table 9 displays the level of *Job Facet Satisfaction (D.P. - C.P.)*. Two-tailed T-Tests (t2) were conducted to determine the degree of statistical difference existing between the responses of male and female beginning rural teachers for Current Perception, Desired Perception, and Job Facet Satisfaction.

1. *Content Facet Satisfaction.* As Table 7 indicates, female beginning rural teachers perceived a greater degree of *Current* job facet satisfaction than did rural males ($p < .01$). The mean of male response was 3.71, while the mean female response was 4.30, of a possible 6.00. Of interest is the finding that female rural beginning teachers perceived a higher desired level of content facet satisfaction ($x = 5.49$) than did male teachers ($\bar{x} = 5.24$). This difference in perception was statistically significant ($p < .01$).

   As seen in Table 9, the level of overall content facet satisfaction was higher for the female respondents than for the male ($p < .01$). Of note were the satisfaction levels in the following facets:

   Feeling of Self Esteem in the Position ($p < .05$)
   Feeling of Self Fulfillment in the Position ($p < .05$)
   Positive Attitude of Students Towards Learning ($p < .05$)

   In each of these cases, female beginning teachers perceived a greater difference between *Current* and *Desired* levels of *Content Fact Satisfaction* than did their male counterparts. This leads to the speculation that while female teachers perceived a greater degree of satisfaction with *Current* and *Desired Job Facets*, they had a more positive perception of overall *Content Facet Satisfaction*

than did male teachers.

2. *Context Facet Satisfaction.* As indicated in Table 7, female teachers perceived a greater degree of satisfaction with *Current Job Facet Satisfaction* than did male teachers ($p < .05$). However, there was statistically insignificant difference between the groups for *Desired Job Facet Satisfaction.* Table 9 displays data that suggests, again, that rural female beginning teachers possessed a greater degree of overall *Context Job Facet Satisfaction* than did rural male beginning teachers ($p < .05$).

Urban Beginning Teachers. Table 8 shows a comparison of means of current and desired perceptions of *Content* and *Context Job Facet Satisfaction,* for urban male and female beginning teachers. Table 9 displays means of overall *Content* and *Context Job Facet Satisfaction.*

1. *Content Job Facet Satisfaction.* As is seen in Table 8, female urban beginning teachers perceived a greater level of *Current Job Facet Satisfaction* ($x = 4.24$) than did urban male beginning teachers ($x = 3.72$; $p < .01$). Of particular interest are the following *Content Facets:*

Feeling of Worthwhile Accomplishment in the Position ($p < .01$)
Feeling of Self-Esteem in the Position ($p < .05$)
Positive Relationships with Students ($p < .05$)
Positive Attitude of Students Towards Learning ($p < .01$)
General Positive Behaviour of Students in the Classroom ($p < .05$)
Positive Relationships with Students' Parents ($p < .01$)

In each case, female urban beginning teachers perceived a greater degree of *Current Content Job Facet Satisfaction* than did their male counterparts.

An analysis of the *Desired Content Job Facet Satisfaction* again indicates that female teachers responded with a more positive perception than did males ($p < .01$). Of note are the following three *Context Facets:*

Feelings of Worthwhile Accomplishment in the Position ($p < .05$)
Feeling of Self-Esteem in the Position ($p < .05$)

Positive Relationships with Students' Parents ($p < .05$)

As with the responses to *Current Content Job Facet Satisfaction*, the mean of responses to *Desired Content Job Facet Satisfaction* indicates that female urban beginning teachers perceived a more positive *Desired* perception ($x = 5.17$) than did urban male beginning teachers ($x = 5.03$; $p < .01$). As Table 9 shows, the difference between *Current* and *Desired Content Job Facet Satisfaction* was greater for male urban beginning teachers ($x = 1.32$) than for female urban beginning teachers ($x = 0.92$). The difference between male and female perception of overall *Content Job Facet Satisfaction* are significant.

2. *Context Job Facet Satisfaction.* Table 8 displays the results of the analysis of responses to male and female *Context Job Facet Satisfaction* questionnaire items. Seven *Current Context Facets* indicate significant perceived differences. These include:

Opportunity to Help Colleagues ($p < .05$)
Participation in the Formulation of School Policies ($p < .05$)
Opportunity to Participate in Setting School Goals ($p < .05$)
Freedom in Selecting Subject Matter ($p < .05$)
Freedom in Selecting Teaching Materials ($p < .05$)
Degree of Freedom in Selecting Teaching Assignments ($p < .05$)
Feelings of Job Security ($p < .05$)

Analysis of overall *Current Context Job Facet Satisfaction* indicates that female urban beginning teachers perceive a greater degree of satisfaction with this dimension than did male urban beginning teachers ($p < .01$).

Examination of *Desired Context Job Facet Satisfaction* reveals six facets that display significant differences between male and female urban beginning teachers. These facets are:

Decision Autonomy in School Matters ($p < .05$)
Participation in Formulating School Policies ($p < .05$)
Opportunity to Participate in Setting School Goals ($p < .05$)
Feelings of Job Security ($p < .05$)
Degree of Freedom in Selecting Subject Matter ($p < .05$)

Degree of Freedom in Selecting Teaching Assignments ($p < .05$)

With the exception of responses to *Decision Autonomy in School Matters*, female urban beginning teachers reported a more positive perception of *Desired Context Job Facet Satisfaction* than did male urban beginning teachers. Responses to *Decision Autonomy in School Matters* indicates that males perceived a greater degree of *Desired Context Job Facet Satisfaction* than did female teachers.

However, as Table 9 displays, the differences between *Current* and *Desired Context Job Facet Satisfaction* appear to be narrower for female urban beginning teachers than they do for males ($p < .05$). This finding suggest a greater degree of overall *Context Job Facet Satisfaction* for female urban beginning teachers than for male urban beginning teachers.

Differences in Job Facet Satisfaction

Table 10 displays the data used to present findings concerning differences in overall *job facet satisfaction* for rural and urban female and male beginning teachers. An analysis of two-tailed T-test results of differences of means of current and desired perceptions of *content job facets* indicates statistically insignificant differences between rural and urban males ($t2=0.08$), at the .05 confidence level. There are internal differences, however, that bear reporting. Three dimensions of *content job facet satisfaction* display minor degrees of significant difference, at the .05 confidence level:

Feeling of Self Esteem in position - $t = 3.83$

Feeling of Self Fulfillment in Position - $t = 4,91$

and

Positive Relationships with Students' Parents - $t = 3.70$

Similarly, there appeared to be insignificant differences between rural and urban male beginning teachers in *context job facet satisfaction* displayed minor significant difference:

Participation in Formulating Policies - $t = 4.13$, p .05

A different picture appeared to emerge, when the t-test data for female beginning teachers were analyzed, particularly for *content job facet satisfaction.* As Table 10 indicates, there was significant dif-

ference observed between rural and urban female beginning teachers, in *content job facet satisfaction* (t2=3.47) at the .05 confidence level. The seven dimensions showed internal differences also, at the .05 level:

Feeling of Worthwhile Accomplishment in Position - $t = 7.03$
Feeling of Self Esteem in Position - $t = 9.94$
Feeling of Self Fulfillment in Position - $t = 6.33$
Positive Relationship with Students - $t = 7.17$
Positive Attitude of Students Towards Learning - $t = 3.27$
General Positive Behaviour of Students in Classroom - $t = 5.44$
Positive Relationships with Students' Parents - $t = 6.03$

An analysis of *context job facet satisfaction* data indicates that, even though a majority of the *content facets* showed significant difference between rural and urban female beginning teachers, the overall satisfaction levels indicate no significant difference (t2=0.08) at the .05 confidence level. These dimensions include:

Decision Autonomy - $t = 3.85$, $p < .05$
Participation in Formulating Policies - $t = 3.86$, $p < .05$
Freedom in Selecting Subject - $t = 4.67$, $p < .05$
Freedom in Selecting Teaching Materials - $t = 3.88$, $p < .05$
Opportunity to Develop Close Friendships - $t = 4.66$, $p < .05$
Equitable Distribution of School Resources - $t = 8.51$, $p < .05$
Availability of Useful Advice with Professional Problems - $t = 13.22$, $p < .01$
Degree of Freedom in Selecting Teaching Assignments - $t = 5.41$, $p < .05$

Summary of Job Facet Satisfaction

In summary, the data analysis shows that:

a. There appear to be two job facets directly connected with job satisfaction of beginning female and male teachers, labelled *content job facets* and *context job facets*.
b. Female rural beginning teachers tend to perceive higher levels of *content and context job facet satisfaction* than do male rural beginning teachers.
c. Female urban beginning teachers tend to perceive higher levels of *content and context job facet satisfaction than do male*

urban teachers.

d. There appear to be no statistically significant differences between rural and urban male beginning teachers in either *content* or *context job facet satisfaction.*

e. There appears to be a significant difference between female rural and urban beginning teachers for *content job facet satisfaction* but nil difference for *context job facet satisfaction.*

Concerns/Satisfaction Relationship

Tables 11-13 display the data obtained from an analysis of the relationships that exist between expressed concerns of beginning teachers and their perceived levels of *content* and *context job facet satisfaction.* The organization of these Tables is as follows:

Table 10 - Correlations of Dimensions of Job Facet Satisfaction to Expressed Concerns for Rural Male Beginning Teachers.

Table 11 - Correlations of Dimensions of Job Facet Satisfaction to Expressed Concerns for Rural Female Beginning Teachers.

Table 12 - Correlations of Dimensions of Job Facet Satisfaction to Expressed Concerns for Urban Male Beginning Teachers.

Table 13 - Correlations of Dimensions of Job Facet Satisfaction to Expressed Concerns for Urban Male Beginning Teachers.

TABLES 11-13 ABOUT HERE

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1. *Correlations Between Content Job Facet Satisfaction and Expressed Concerns*

Tables 11 through 13 reveal that, across the four groups of beginning teachers, the greatest correlation existed between *content satisfaction* and *classroom mangement.* For the nine male rural teachers, no statistically significant correlations were evident with *classroom management*, however, there were significant correlations with:

(a) *classroom organization/time management:*
The Positive Attitudes of Students Towards Learning - 0.70 ($p < .05$)
The Positive Relationships with Students' Parents - 0.71 ($p < .05$)

(b) *availability of resources:*
Feeling of Worthwhile Accomplishment in Position - 0.69 ($p < .05$)
Feeling of Self-Fulfillment in Position - 0.72 ($p < .05$)

(c) *material ordering procedures:*
Feeling of Self-Fulfillment in Position - 0.73 ($p < .05$)

(d) material budgeting:

Positive Attitude of Students Towards Learning - 0.76 ($p < .05$)

(e) lack of clear administrative expectations:

Feeling of Self Esteem in position - 0.70 ($p < .05$)

Although there were other high correlations, they were not statistically significant to the .05 level of confidence.

Female rural beginning teachers, on the other hand, displayed a greater proportion of statistically significant correlations:

(a) classroom management:

Feeling of Worthwhile Accomplishment - 0.37 ($p < .05$)
Feeling of Self Esteem - 0.50 ($p < .01$)
Feeling of Self Fulfillment - 0.40 ($p < .01$)
Positive Relationships with Students - 0.49 ($p < .01$)
Positive Attitude of Students Towards Learning - 0.60 ($p < .01$)
General Positive Behavior of Students - 0.40 ($p < .01$)

(b) classroom organization/time management:

Feeling of Self Esteem - 0.37 ($p < .05$)

(c) adapting curriculum to meet student needs:

Feeling of Self Esteem - 0.31 ($p < .05$)
Feeling of Self Fulfillment - 0.29 ($p < .05$)
Positive Attitude of Students Towards Learning - 0.31 ($p < .05$)

although these correlations are fairly weak,

(d) lack of clear administrative expectations:

Feeling of Self Esteem - 0.41 ($p < .01$)

There were three content job facet that correlated significantly with classroom management for urban beginning male teachers. These include

(a) classroom management:

Feeling of Self Esteem - 0.37 ($p < .05$)
Feeling of Self Fulfillment - 0.40 ($p < .05$)
General Positive Behavior of Students - 0.47 ($p < .01$)

(b) classroom organization/time management:

General Positive Behavior of Students - 0.54 ($p < .01$)

(c) short-term (daily planning:

Feeling of Worthwhile Accomplishment - 0.49 ($p < .01$)

(d) long-range (unit) planning:

Feeling of Self Fulfillment - 0.38 ($p < .05$)

Positive Relationships with Students - 0.35 ($p < .05$)

(e) lack of clear administrative expectations:

Feeling of Worthwhile Accomplishment - 0.37 ($p < .05$)

(f) lack of clarity in school policy or regulations:

Feeling of Worthwhile Accomplishment - 0.40 ($p < .05$)

Positive Relationships with Students' Parents - 0.38 ($p < .05$)

(g) lack of clarity in division policy or regulations:

Feeling of Worthwhile Accomplishment - 0.43 ($p < .05$)

Positive Relationships with Students' Parents - 0.51 ($p < .01$)

There were fewer significant correlations for *urban female beginning teachers* than for rural female beginning teachers.

(a) classroom management:

Feeling of Worthwhile Accomplishment - 0.32 ($p < .05$)

Positive Attitude of Students Towards Learning - 0.28 ($p < .05$)

General Positive Behavior of Students - 0.40 ($p < .01$)

(b) classroom organization/time management:

Feeling of Worthwhile Accomplishment - 0.37 ($p < .01$)

Positive Attitude of Students Towards Learning - 0.34 ($p < .01$)

(c) adapting curriculum to meet students' needs:

Feeling of Self Esteem - 0.31 ($p < .05$)

Feeling of Self Fulfillment - 0.29 ($p < .05$)

Positive Attitude of Students Towards Learning - 0.31 ($p < .05$)

(d) lack of clear administrative expectations:

Feeling of Self Esteem - 0.41 ($p < .01$)

2. *Correlations Between Context Job Facet Satisfaction and Expressed Concerns*

The data for the following findings are to be found in Tables 10 through 13. There were few statistically significant relationships between *expressed concerns* and *content job facet satisfiers*, for rural male beginning teachers:

(a) *classroom management*

Freedom in Selecting Subject Matter - -0.66 ($p < .05$)

This is the first *negative* correlation identified. this is the only statistically significant correlation between *organizational concerns* and *context job facet satisfaction.*

(b) *material ordering procedures:*

Participation in Formulating Policies - 0.78 ($p < .05$)

Freedom in Selecting Subject Matter - 0.81 ($p < .01$)

Availability in Useful Advice with Professional Problems - 0.77 ($p < .05$)

(c) *material budgeting procedures:*

Participation in Formulating Policies - 0.70 ($p < .05$)

Availability of Useful Advice with Professional Problems - 0.76 ($p < .05$)

Degree of Freedom in Selecting Teaching Assignments - 0.87 ($p < .01$)

(d) *expectations of Administrators:*

Participation in Formulating Policies - 0.70 ($p < .05$)

Degree of Freedom in Selecting Teaching Assignments - 0.71 ($p < .05$)

The correlations between *expressed concerns* and *context job facet satisfaction* for *rural female beginning teachers* were not as great as they were for rural males.

(a) *classroom management:*

Opportunity to Help Colleagues - 0.38 ($p < .01$)

Opportunity for Independent Thought and Action - 0.37 ($p < .01$)

Opportunity to Develop Close Friendships - 0.44 ($p < .01$)

Equitable Distribution of School Resources - 0.31 ($p < .05$)

Degree of Freedom in Selecting Teaching Assignments - 0.30 ($p < .05$)

(b) *classroom organization/time management:*

Equitable Distribution of School resources - 0.49 ($p < .01$)

Degree of Freedom in Selecting Teaching Assignments - 0.35 ($p < .05$)

(c) *adapting curriculum to meet student needs:*
Equitable Distribution of School Resources - 0.36 ($p < .05$)
Degree of Freedom in Selecting Teaching Assignments - 0.32 ($p < .05$)

(d) *short-range (daily) planning:*
Equitable Distribution of School Resources - 0.31 ($p < .05$)
Feelings of Job Security - 0.29 ($p < .05$)

(e) *long-range (unit) planning:*
Equitable Distribution of School Resources - 0.31 ($p < .05$)

(f) *availability of resources:*
Equitable Distribution of School resources - 0.31 ($p < .05$)
Degree of Freedom in Selecting Teaching Assignments - 0.45 ($p < .01$)

(g) *material ordering procedures:*
Participation in Formulating Policies - 0.33 ($p < .05$)
Equitable Distribution of School Resources - 0.31 ($p < .05$)

(h) *lack of clear administrative expectations:*
Feelings of Job Security - 0.42 ($p < .01$)

(i) *lack of clarity in school policy or regulations:*
Freedom in Selecting Teaching Materials - 0.34 ($p < .05$)
Equitable Distribution of School Resources - 0.30 ($p < .05$)

(j) *lack of clarity in division policy and regulations:*
Feelings of Job Security - 0.29 ($p < .05$)
Degree of Freedom in Selecting Teaching Assignments - 0.30 ($p < .05$)

The number of statistically significant correlations between *expressed concerns* and *context job facet satisfaction* is greater for *urban male beginning teachers* than for rural males.

There were no signficant correlations for *classroom management/discipline.*

(a) *short-range (daily) planning:*
Availability of Useful Advice with Professional Problems - 0.35 ($p < .05$)

(b) *long-range (unit) planning:*

Opportunity to Help Colleagues - 0.34 ($p < .05$)

Participation in Formulating Policies - -0.39 ($p < .05$)

(c) *material budgeting procedures:*

Feelings of Job Security - 0.39 ($p < .05$)

(d) *lack of clear administrative expectations:*

Degree of Decision Autonomy - 0.43 ($p < .05$)

Equitable Distribution of School Resources - 0.55 ($p < .01$)

Availability of Useful Advice with Professional Problems - 0.40 ($p < .05$)

Degree of Freedom in Selecting Teaching Assignments - 0.40 ($p < .05$)

(e) *lack of clarity in school policy or regulations:*

Degree of Decision Autonomy - 0.40 ($p < .05$)

Participation in Formulating Policies - 0.46 ($p < .01$)

Opportunity for Independent Thought and Action - 0.39 ($p < .05$)

Equitable Distribution of School Resources - 0.42 ($p < .05$)

Degree of Freedom in Selecting Teaching Assignments - 0.46 ($p < .01$)

(f) *lack of clarity in division policy or regulations:*

Equitable Distribution of School Resources - 0.41 ($p < .05$)

Degree of Freedom in Selecting Teaching Assignments - 0.43 ($p < .05$)

There were approximately the same number of statistically significant correlations between *expressed concerns* and *context job facet satisfiers* for *urban female beginning teachers* as there were for rural females:

(a) *classroom management:*

Opportunity to Develop Close Friendships - 0.44 ($p < .01$)

Equitable Distribution of School Resources - 0.31 ($p < .05$)

Degree of Freedom in Selecting Teaching Assignments - 0.30 ($p < .05$)

(b) *classroom organization:*

Equitable Distribution of School Resources - 0.49 ($p < .05$)

Degree of Freedom in Selecting Teaching Assignments - 0.35

($p < .05$)

(c) adapting curriculum to meet students' needs:
Equitable Distribution of School Resources - 0.36 ($p < .05$)
Degree of Freedom in Selecting Teaching Assignments - 0.32 ($p < .05$)

(d) short-range (daily) planning:
Equitable Distribution of School Resources - 0.31 ($p < .05$)

(e) long-range (unit) planning:
Equitable Distribution of School Resources - 0.31 ($p < .05$)

(f) availability of resources:
Equitable Distribution of School Resources - 0.31 ($p < .05$)
Feelings of Job Security - 0.35 ($p < .05$)
Degree of Freedom in Selecting Teaching Assignments - 0.45 ($p < .01$)

(g) material ordering procedures:
Equitable Distribution of School Resources - 0.31 ($p < .05$)

(h) lack of clear administrative expectations:
Degree of Decision Autonomy - 0.43 ($p < .05$)
Feelings of Job Security - 0.42 ($p < .05$)

(i) lack of clarity in school policy or regulations:
Degree of Decision Autonomy - 0.40 ($p < .05$)
Participation in Formulating Policies - 0.46 ($p < .01$)
Opportunity for Independent Thought and Action - 0.39 ($p < .05$)
Equitable Distribution of School Resources - 0.30 ($p < .05$)

(j) lack of clarity in division policy or regulations:
Feelings of Job Security - 0.29 ($p < .05$)
Degree of Freedom in Selecting Teaching Assignments - 0.30 ($p < .05$)

DISCUSSION AND CONCLUSIONS

Beginning Teacher Concerns

The finding of beginning teacher concerns falling into three categories, organizational, policy, and resource concerns, is in agreement with the literature. Not surprisingly, organizational dimensions were perceived as being of greater concern than either of the other groups.

Unfortunately, the small number of rural male beginning teachers, who participated in the study, makes the results of comparisons rather dubious. The reader is cautioned against accepting such comparisons without a little suspicion. At this point in the study's evolution, no explanations for the findings have been ventured. These, though, will be articulated at a later date.

Hypothesis One: There are no statistically significant differences in the reported concerns of the following groups of teachers:

a. urban female and male: *HYPOTHESIS ACCEPTED*

By and large, there were no statistically significant differences between the perceived concerns of female and male urban beginning teachers. The only exception was the perceived concern with *material budgeting procedures*, for which there was perceived differences at the .05 level of confidence. Both groups perceived organizational concerns as the most pressing, with policy issues the least troublesome. These concerns were perceived to be of moderate to major concern for both male and female teachers, with male teachers perceiving these of greater concern than female teachers.

It was interesting to notice that urban female beginning teachers perceived resource dimensions of teaching to be of greater concern than did male beginning teachers. As equally important, male teachers appeared to be more concerned about lack of (a) clear administrative expectations and (b) school and division policies and regulations, than were female teachers.

b. rural female and male: *HYPOTHESIS REJECTED*

The male rural teachers in this study tended to view most issues with a greater degree of concern than their female counterparts. However, as

mentioned earlier, caution must be taken in making any firm conclusions, based upon these data, with such a small number of male rural beginning teachers involved in the study.

Once more, organizational concerns appeared to be of greater concern to both male and female beginning teachers than did other dimensions of concerns, with males perceiving these as being of greater concern than females ($p < .05$). Both female and male rural beginning teachers perceived policy issues to be or minor concern.

c. female - rural and urban: *HYPOTHESIS REJECTED*

It was interesting to note that there were slight differences between perceptions of concern with *classroom management* and *classroom organization*, with rural females perceiving the former and urban females the latter as of greater concern.

Urban female beginning teachers tend to perceive resource issues of greater concern than do rural female beginning teachers. Although the same may be said of policy concerns, the general perception of both groups is that these are of minor concern to female teachers.

d. male - rural and urban:

The data indicates that rural male beginning teachers tend to perceive organizational dimensions as being of more concern than do urban male beginning teachers, with both groups perceiving these to be of moderate to major concern. The speculation that urban males tend to perceive unclear administrative expectations as being of greater concern than do rural males bears investigation. However, it must be reiterated that the small number of rural males makes valid conclusion difficult, without the addition of more qualitative data.

Arising from this study is the clear indication that organizational issues of

a. classroom management/discipline,
b. classroom organization/time management,
c. curriculum adaptation and organization,
d. short-term planning, and
e. long-term planning

are of great concern to all groups of beginning teachers, male/female; urban/rural.

Additional speculations are that:

1. The lack of classroom resources is of greater concern to urban male and female beginning teachers, who view this as a moderate to major concern, than to rural male and female teachers, who view this as a minor to moderate concern.
2. Policy issues (lack of clear administrative expectations, lack of clear school/division policies or regulations) are of greater concern to urban beginning teachers than to rural beginning teachers.
3. Beginning urban teachers experience more professional concern in their jobs than do beginning rural teachers. At this point, this conjecture is very difficult to defend, due to the lack of supporting data. However, it is an issue that is receiving some attention.

The results of this study generally support the literature on concerns of teachers and adds support to the contention that beginning teachers' concerns are similar to concerns held by more experienced teachers.

Beginning Teacher Satisfaction

The results of this study support the literature that there were two sources of job facet satisfaction: content and context. The finding that, for male beginning teachers, the current content job facet perception was less positive than the current context job facet perception and, for female beginning teachers, the reverse is puzzling and demands further investigation. It appears that the location of the beginning teacher has little to do with levels of perceptions of current content and context job facets. What stands out, then is that the sex of the beginning teacher is a major determiner of current perceptions of job facets.

The finding that, for all groups of beginning teachers, perceptions of the desired state of content job facets was higher than desired perceptions of context job facets is not suprising. With content job facets being so closely linked to job motivation (Wolf, 1970), it seems reasonable that the beginning teacher would have more direct control over his perception of the "ideal" through his own classroom-related activities. Such is not the case with context job facets, as the beginning teacher has little if any control over these dimension of work.

Hypothesis Two: There are no statistically significant differences in the reported level of facet satisfaction for the following groups of beginning teachers:

a. urban female and male. *HYPOTHESIS REJECTED*

As outlined above, a measure of job satisfaction is the difference in perception between what is currently perceived and what is desired to exist (Lawler, 1973). In this study the two dimensions of job facets, content and context, have been examined separately. The discussion, then, will focus upon these facets separately.

As was noticed in Table 8, urban female beginning teachers perceived a *higher* level of current content job facet satisfaction than did urban male beginning teachers ($t2=52.2$; $p < .01$). As well, the level of desired content job facet satisfaction was also *higher* for females than for males ($t=16.3$; $p < .01$). However, the difference between desired and current perceptions of content job facet satisfaction was *smaller* for urban females than for urban males. This, then, leads to the speculation that *urban female beginning teachers* are *more satisifed with content job facets than are urban male beginning teachers.*

With regards to context job facet satisfaction, Table 8 revealed a similar story, albeit far less significant. However, we may conclude that, on the basis of the data gathered in this study, *urban female beginning teachers are more satisfied with context job facets than are urban male beginning teachers.*

Finally, based on these data, it may be concluded that *female urban beginning teachers are more satisfied with overall job facets than are urban male beginning teachers.*

b. rural female and male. *HYPOTHESIS REJECTED*

As Table 7 displayed, the pattern of satisfaction for current perception of content job facets held. Rural female beginning teachers perceived a *higher* level of current and desired content job facet satisfaction than did rural males ($t2=26.4$, 12.8; $p < .01$). As well, the overall job content satisfaction

level for females was *greater* than it was for males (62=17.58; $p < .01$).

The pattern appeared to continue also for job context satisfaction. Rural female beginning teachers perceived a *higher* level of both current and desired satisfaction with context job facets although the difference in desired perceptions is insignificant (t2=9.03, $p < .05$; t2=2.87NS).

The difference, though, between current and desired perceptions of job context facets are significant ($p < .05$). Since the difference in perception between current and desired levels of satisfaction for rural female beginning teachers is *lower* than for rural male beginning teachers (t2=7.55; $p < .05$), it may be concluded that *the level of job context satisfaction is greater for rural female beginning teachers than for rural male beginning teachers.*

Thus, as with urban beginning teachers, it may be concluded that *the level of overall job facet satisfaction is greater for rural female beginning teachers than for rural male beginning teachers.*

c. urban and rural female *HYPOTHESIS ACCEPTED*

Table 10 indicated that there was *insignificant* difference between the perceptions of current levels of content job facet satisfaction for beginning rural and urban female teachers. The difference between levels of desired content facet satisfaction, though, were *significant* ($p < .05$). Overall job content facet satisfaction showed a slight significant difference, with urban female beginning teachers showing a *slightly lower* difference than did rural female beginning teachers. Thus, it may be concluded that *urban beginning female teachers are slightly more satisfied than are rural female beginning teachers, in job content facets.*

The examination of the satisfaction level for the overall picture of job context facets revealed a different picture. *There are no significant differences between the level of job*

context facet satisfaction of female rural and urban beginning teachers.

d. urban and rural males. *HYPOTHESIS ACCEPTED*

From the data contained in Table 10, it was reported that some significant differences existed between individual content and context job facet satisfaction levels. Overall, though, there were *minor and insignificant* differences between rural and urban male beginning teachers in their perceived levels of content and context job facet satisfaction. Thus, based on these data, *there appears to be no difference in the perceived job facet satisfaction of rural and urban beginning male teachers.*

Relationship Between Expressed Concerns and Job Facet Satisfaction

The findings that were uncovered about the relationship between expressed concerns of beginning teachers and their perceived levels of job facet satisfaction were generally not surprising. It could have been predicted, for example, that there would be strong relationships between *organizational concerns* and *content facet satisfaction.* Indeed, with the exception of rural male beginning teachers, there appeared to be close relationships between classroom management and classroom organization concerns and several *content facets,* particularly those that focused on *ego satisfiers.* The fact that there were more statistically signfiicant correlations existing between *organizational concerns* and *content facet satisfaction* for rural females than for urban females, leads to the speculation that the bond between classroom life and perceived satisfaction may be stronger for rural female beginning teachers than for urban female beginning teachers. This speculation is strengthened by the data that indicates fairly similar concern levels and only slightly differing satisfaction levels.

Although there are slight variances in the correlations between rural and urban female beginning teachers between expressed concerns and context facets, there are enough similarities to lead to the suggestion that, on the whole, there is little difference in the bonds that exist between expressed concerns and context facet satisfaction. Indeed, the

similarities are most interesting. This is especially the case, when it is realized that there are substantial differences in the degree of expressed concern reported by these teachers and, overall, little difference in the degree of context facet satisfaction.

With only nine rural beginning male participating in the study, it was difficult to make any conjecture about the relationships existing between expressed concerns and facet satisfaction, tentative or not. There do appear to be certain similarities that exist between rural and urban male beginning teachers, though. For example, the fact that there are relatively few statistically significant correlations between expressed concerns and job facet satisfaction items, both content and context job facets, suggests that the bonds between these are not as great as they appear to be for female beginning teachers. Neither does there appear to be the same or even a developed pattern between expressed concerns and context facet satisfiers, supporting the conjecture of a weaker bond between the two.

Thus, in response to *Hypothesis Three:*

There are more statistically significant relationships between expressed concerns and perceived job facet satisfaction for female beginning teachers than for male beginning teachers.

In addition:

There appears to be a greater bond between expressed concerns and content facet satisfaction existing for rural female beginning teachers than for urban female beginning teachers.

In conclusion, the results of this study are inconclusive in terms of the degree of satisfaction of beginning teachers and the relationship between degree of satisfaction and felt concerns. However, the findings obtained do lead to many areas that would benefit from further, intense investigation. The following are some questions that have arisen as a result of this study:

Beginning Teacher Concerns

1. Why do rural male beginning teachers appear to perceive organizational issues with greater concern than do rural female beginning teachers?

2. Why do urban female beginning teachers perceive resource and policy matters to be of greater concern than do rural female beginning teachers?
3. Why do rural male beginning teachers appear to perceive organizational issues to be of greater concern than do urban male beginning teachers?

Beginning Teacher Facet Satisfaction

1. Why do rural female beginning teachers appear to perceive a greater degree of content job facet satisfaction than do rural male beginning teachers?
2. Why do urban female beginning teachers appear to perceive a greater degree of context job facet satisfaction than do urban male beginning male beginning teachers?

Expressed Concerns - Facet Satisfaction Correlations

1. Why are ego job facet satisfiers and classroom organization concerns correlated so closely?
2. Why does it appear that there is a closer correlation between expressed concerns for female beginning teachers than for male beginning teachers?

FACTOR ANALYSIS OF BEGINNING TEACHER CONCERNS a

TABLE 1

CONCERNS	FACTOR LOADINGS b		
	FACTOR 1	FACTOR 2	FACTOR 3
ORGANIZATIONAL CONCERNS			
Classroom Management	.50	.20	.00
Classroom Organization/Time Management	.62	.18	.07
Curriculum Adaptation and Organization	.54	.24	.20
Short-Term (Daily Planning)	.67	.06	.24
Long-Term (Unit Planning)	.69	-.13	.20
RESOURCE CONCERNS			
Availability of Resources	.23	.28	.53
Ordering Procedures	.13	.08	.68
Budgeting Procedures	.12	.14	.66
POLICY CONCERNS			
Administrative Expectations	.17	.47	.12
School Policies	.07	.77	.17
Division Policies	.09	.78	.12

a = Varimax Rotation

b = Factor Loadings $\geq$ .40

TABLE 2

MEANS AND DIFFERENCES OF CONCERNS REPORTED BY FIRST YEAR RURAL TEACHERS

CONCERNS	FEMALE		MALE		t2
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	
ORGANIZATIONAL CONCERNS					
Classroom Management	1.97	1.16	2.55	0.88	3.39*
Classroom Organization/Time Management	1.74	1.10	2.44	0.53	8.35*
Curriculum Adaptation and Organization	1.78	1.03	2.22	0.83	4.23*
Short-Term (Daily Planning)	1.15	1.09	1.67	1.12	3.61*
Long-Term (Unit Planning)	1.46	1.09	2.22	0.67	8.00*
RESOURCE CONCERNS					
Availability of Resources	1.15	1.13	1.67	1.00	4.29*
Ordering Procedures	1.02	0.93	1.44	1.01	3.51*
Budgeting Procedures	0.89	0.97	1.11	1.05	1,86NS
POLICY CONCERNS					
Administrative Expectations	0.83	1.04	0.78	1.09	0.37NS
School Policies	0.67	0.89	0.33	0.47	3.97*
Division Policies	0.67	0.87	0.44	0.73	1.90NS

* = $p < .05$

NS = Not Statistically Significant

TABLE 3

MEANS AND DIFFERENCES OF CONCERNS REPORTED BY FIRST YEAR URBAN TEACHERS

CONCERNS	FEMALE		MALE		t2
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	
ORGANIZATIONAL CONCERNS					
Classroom Management	1.90	1.09	1.78	1.13	1.47NS
Classroom Organization/Time Management	1.90	1.09	2.00	0.84	1.52NS
Curriculum Adaptation and Organization	1.79	0.95	1.75	0.80	1.39NS
Short-Term (Daily Planning)	1.26	1.05	1.34	0.97	1.63NS
Long-Term (Unit Planning)	1.41	0.99	1.53	0.88	2.82NS
RESOURCE CONCERNS					
Availability of Resources	1.61	1.03	1.56	1.07	1.29NS
Ordering Procedures	1.31	0.96	1.16	1.11	1.29NS
Budgeting Procedures	1.31	0.97	1.28	1.08	3.33*
POLICY CONCERNS					
Administrative Expectations	1.23	1.09	1.34	1.12	0.22NS
School Policies	0.90	0.91	1.03	1.03	1.96NS
Division Policies	0.90	0.81	0.81	0.93	2.99NS

* = $p < .05$

NS = Not Statistically Significant

TABLE 4

MEANS AND DIFFERENCES OF CONCERNS REPORTED BY
RURAL AND URBAN FEMALE TEACHERS

CONCERNS	RURAL		URBAN		t2
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	
A. ORGANIZATIONAL CONCERNS					
Classroom Management	1.98	1.16	1.90	1.09	3.14*
Classroom Organization/ Time Management	1.74	1.10	1.90	1.09	3.60*
Curriculum Adaptation and Organization	1.78	1.03	1.79	0.95	1.15NS
Short-Term (Daily Planning)	1.15	1.09	1.26	1.05	2.90NS
Long-Term (Unit Planning)	1.46	1.09	1.41	0.99	1.19NS
B. RESOURCE CONCERNS					
Availability of Resources	1.15	1.13	1.61	1.08	11.9**
Ordering Procedures	1.02	0.93	1.31	0.96	9.22**
Budgeting Procedures	0.89	0.97	1.31	0.97	12.54**
C. POLICY CONCERNS					
Administrative Expectations	0.83	1.04	1.23	1.09	10.92**
School Policies	0.67	0.90	0.90	0.91	10.03**
Division Policies	0.67	0.87	0.90	0.81	8.88**

** = $p < .01$

NS = Not Statistically Significant

TABLE 5

COMPARISONS OF MEANS OF RESPONSES TO CONCERNS OF

FIRST YEAR BEGINNING MALE TEACHERS

CONCERNS	RURAL		URBAN		t2
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	
ORGANIZATIONAL CONCERNS					
Classroom Management	2.55	0.88	1.78	1.13	6.01*
Classroom Organization/Time Management	2.44	0.53	2.00	0.84	5.68*
Curriculum Adaptation and Organization	2.22	0.83	1.75	0.80	4.25*
Short-Term (Daily Planning)	1.67	1.12	1.34	0.97	2.20NS
Long-Term (Unit Planning)	2.22	0.67	1.53	0.88	7.06*
RESOURCE CONCERNS					
Availability of Resources	1.67	1.00	1.56	1.07	0.82NS
Ordering Procedures	1.44	1.01	1.15	1.11	1.99NS
Budgeting Procedures	1.11	1.05	1.28	1.08	1.46NS
POLICY CONCERNS					
Administrative Expectations	0.78	1.09	1.34	1.12	3.62*
School Policies	0.33	0.50	1.03	1.09	7.07*
Division Policies	0.44	0.73	0.81	0.93	3.11*

* = $p < .05$

NS = Not Statistically Significant

TABLE 6

FACTOR ANALYSIS OF JOB SATISFACTION FACETS OF BEGINNING TEACHERS b

SATISFACTION FACETS	FACTOR LOADINGS b		
	FACTOR 1	FACTOR 2	FACTOR 3
A. CONTENT FACETS			
Feelings of Worthwhile Accomplishment in Position	.66	.04	.04
Feeling of Self Esteem in Position	.73	.22	.22
Feeling of Self Fulfillment in Position	.65	.22	.05
Positive Relationship with Students	.67	.28	.10
Positive Attitude of Students Towards Learning	.69	.11	.23
General Positive Behaviour of Students in Classroom	.63	.16	.02
Positive Relationships with Students' Parents	.50	.24	.06
B. CONTEXT FACETS			
Opportunity to Help Colleagues	.34	.44	.12
Decision Autonomy	.15	.46	.25
Participation in Formulating Policies	.14	.72	.05
Freedom in Selecting Subject Matter	-.01	.52	.22
Freedom in Selecting Teaching Materials	.19	.35	.29
Opportunity for Independent Thought and Action	.18	.54	.15
Opportunity to Develop Close Friendships	.27	.59	.15
Opportunity to Participate in Setting School Goals	.25	.42	-.04
Equitable Distribution of School Resources	.06	.71	.13
Feelings of Job Security	.31	.45	.11
Availability of Useful Advice with Professional Problems	.27	.48	.22
Degree of Freedom in Selecting Teaching Assignments	.33	.50	.25

a = Varimax Rotation

b = Factor Loadings $\geq$ .40

TABLE 7

COMPARISON OF MEANS OF CURRENT AND DESIRED PERCEPTIONS OF JOB FACETS FOR RURAL MALE AND FEMALE BEGINNING TEACHERS

	SATISFACTION FACETS	MALE (n=9)				FEMALE (n=46)					
		C.P.	S.D.	D.P.	S.D.	C.P.	S.D.	D.P.	S.D.	C.P.	D.P.
A.	CONTENT FACETS										
	Feeling of Worthwhile Accomplishment in Position	4.00	0.66	5.55	0.68	4.19	1.21	5.52	0.54	1.88	0.39NS
	Feeling of Self Esteem in Position	3.55	1.26	5.33	0.47	4.19	1.36	5.41	0.68	3.78*	1.18NS
	Feeling of Self Fulfillment in Position	3.22	1.03	5.33	0.67	4.04	1.46	5.48	0.62	5.56*	1.66NS
	Positive Relationships with Students	4.33	0.94	5.33	0.67	5.02	0.85	5.67	0.47	5.59*	4.01*
	Positive Attitude of Students Towards Learning	3.20	1.40	5.33	0.47	4.19	1.38	5.52	0.58	5.89*	2.88NS
	General Positive Behaviour of Students in Classroom	3.44	1.34	4.55	1.64	4.11	1.45	5.35	1.00	3.67*	3.84*
	Positive Relationships with Students' Parents	3.89	1.20	4.89	0.74	4.37	1.36	5.02	1.07	2.96*	1.25NS
	TOTAL EFFECT	3.71	1.15	5.24	0.92	4.30	1.34	5.49	0.68	26.4+	12.8+
B.	CONTEXT FACETS										
	Opportunity to Help Colleagues	3.67	1.33	4.44	1.16	3.38	1.28	4.72	0.85	1.07	1.83NS
	Decision Autonomy	4.33	1.41	5.11	0.57	4.06	1.29	4.72	1.06	1.45NS	4.42*
	Participation in Formulating Policies	2.67	1.05	4.22	0.92	3.19	1.55	4.48	0.80	3.46*	2.11NS
	Freedom in Selecting Subject Matter	4.67	1.41	5.00	0.67	4.50	1.42	5.04	0.93	0.88	0.45NS
	Freedom in Selecting Teaching Materials	4.67	1.41	5.44	0.68	4.83	1.29	5.43	0.65	0.86	0.11NS
	Opportunity for Independent Thought and Action	4.67	0.82	5.55	0.50	4.67	1.11	4.85	1.76	0.81NS	6.32*
	Opportunity to Develop Close Friendships	3.89	1.20	4.33	1.56	3.69	1.53	4.56	1.34	1.16	1.14NS
	Opportunity to Participate in Setting School Goals	3.33	1.56	4.44	1.50	3.37	1.54	4.54	1.48	0.17	0.50NS
	Equitable Distribution of School Resources	4.00	1.33	5.11	0.74	4.37	1.34	5.19	1.03	2.08	0.80NS
	Feelings of Job Security	2.67	1.33	4.78	1.13	4.06	1.54	5.28	1.06	7.69*	3.39*
	Availability of Useful Advice with Professional Problems	4.22	1.47	5.44	0.68	4.56	1.50	5.28	1.41	1.75	1.44NS
	Degree of Freedom in Selecting Teaching Assignments	3.78	1.81	4.78	1.03	3.50	1.85	4.93	1.48	1.15	1.06NS
	TOTAL EFFECT	3.98	1.52	4.84	0.94	4.03	1.55	4.91	0.90	9.03*	2.87NS

C.P. = Current Perception
D.P. = Desired Perception
NS = Not Statistically Significant
* = $p < .05$
\+ = $p < .01$

TABLE 8

COMPARISON OF MEANS OF CURRENT AND DESIRED PERCEPTIONS OF JOB FACETS FOR URBAN MALE AND FEMALE BEGINNING TEACHERS

	SATISFACTION FACETS	MALE (n=32)				FEMALE (n=61)				t2	
		C.P.	S.D.	D.P.	S.D.	C.P.	S.D.	D.P.	S.D.	C.P.	D.P.
A.	CONTENT FACETS										
	Feeling of Worthwhile Accomplishment in Position	3.94	0.90	5.31	0.81	4.42	1.22	5.51	0.53	10.4+	5.68*
	Feeling of Self Esteem in Position	3.72	1.50	4.72	1.20	4.39	1.38	5.16	1.03	9.68*	8.14*
	Feeling of Self Fulfillment in Position	4.25	1.39	5.41	0.70	4.24	1.42	5.36	0.97	0.07	1.20NS
	Positive Relationships with Students	4.28	1.37	5.28	1.18	4.87	1.34	5.26	1.36	9.05*	0.32NS
	Positive Attitude of Students Towards Learning	3.12	1.41	4.97	1.04	3.85	1.59	5.00	1.65	10.4+	0.52NS
	General Positive Behaviour of Students in Classroom	3.44	1.64	4.59	1.73	3.84	1.65	4.82	1.72	5.10*	2.75NS
	Positive Relationships with Students' Parents	3.28	1.58	4.91	0.91	4.08	1.45	5.06	1.33	10.8+	3.11*
	TOTAL EFFECT	3.72	1.48	5.03	1.14	4.24	1.49	5.17	1.30	52.2+	16.3+
B.	CONTEXT FACETS										
	Opportunity to Help Colleagues	3.67	1.33	4.44	1.16	3.38	1.28	4.72	0.85	1.07	1.83NS
	Decision Autonomy	4.33	1.41	5.11	0.57	4.06	1.29	4.72	1.06	1.45NS	4.42*
	Participation in Formulating Policies	2.67	1.05	4.22	0.92	3.19	1.55	4.48	0.80	3.46*	2.11NS
	Freedom in Selecting Teaching Materials	4.67	1.41	5.44	0.68	4.83	1.29	5.43	0.65	0.86	0.11NS
	Opportunity for Independent Thought and Action	4.67	0.82	5.55	0.50	4.67	1.11	4.85	1.76	0.81NS	6.32*
	Opportunity to Develop Close Friendships	3.89	1.20	4.33	1.56	3.69	1.53	4.56	1.34	1.16	1.14NS
	Opportunity to Participate in Setting School Goals	3.33	1.56	4.44	1.50	3.37	1.54	4.54	1.48	0.17	0.50NS
	Equitable Distribution of School Resources	4.00	1.33	5.11	0.74	4.37	1.34	5.19	1.03	2.00	0.80NS
	Feelings of Job Security	2.67	1.33	4.78	1.13	4.06	1.54	5.28	1.06	7.69*	3.39*
	Availability of Useful Advice with Professional Problems	4.22	1.47	5.44	0.68	4.56	1.50	5.28	1.41	1.75	1.44NS
	Degree of Freedom in Selecting Teaching Assignments	3.78	1.81	4.78	1.03	3.50	1.85	4.93	1.48	1.15	1.06NS
	TOTAL EFFECT	3.88	1.52	4.84	0.94	4.03	1.55	4.91	0.90	9.03*	2.87NS

C.P. = Current Perception
D.P. = Desired Perception
NS = Not Statistically Significant
* = $p < .05$
\+ = $p < .01$

TABLE 9

COMPARISON OF MEANS OF SATISFACTION LEVEL OF CONTENT AND CONTEXT JOB FACETS FOR BEGINNING TEACHERS

SATISFACTION FACETS	RURAL					URBAN				
	FEMALE (n=46)		MALE (n=9)			FEMALE (n=61)		MALE (n=32)		
	DIFF	S.D.	DIFF	S.D.	t2	DIFF	S.D.	DIFF	S.D.	t2
A. CONTENT FACETS										
Feeling of Worthwhile Accomplishment in Position	1.33	1.08	1.55	0.95	1.76NS	1.06	0.90	1.37	1.05	6.48*
Feeling of Self Esteem in Position	1.27	1.31	1.78	1.47	2.65*	0.77	1.33	1.00	1.27	3.73*
Feeling of Self Fulfillment in Position	1.43	1.33	2.11	1.37	3.74*	1.11	1.32	1.16	1.32	0.67*
Positive Relationships with Students	0.65	0.86	1.00	0.94	2.82NS	0.39	1.06	1.00	1.03	12.24+
Positive Attitude of Students Towards Learning	1.33	1.20	1.78	0.92	3.51*	1.15	1.71	1.84	1.28	10.15+
General Positive Behaviour of Students in Classroom	1.24	1.27	1.11	0.74	1.14NS	0.98	1.23	1.22	1.60	3.33*
Positive Relationships with Students' Parents	0.65	1.39	1.00	0.94	2.55NS	0.99	1.49	1.62	1.78	8.00*
TOTAL EFFECT	1.09	1.24	1.47	1.14	17.58+	0.92	1.34	1.32	1.39	42.20+
B. CONTEXT FACETS										
Opportunity to Help Colleagues	1.24	1.25	0.78	1.31	2.67NS	1.02	1.40	1.09	0.98	1.42NS
Decision Autonomy	0.65	0.84	0.78	1.31	2.67NS	0.49	1.35	0.75	0.97	4.88*
Participation in Formulating Policies	1.28	1.33	1.55	0.68	2.49NS	1.06	1.69	1.09	1.07	0.45NS
Freedom in Selecting Subject Matter	0.55	1.13	0.33	0.94	1.71NS	0.33	1.36	0.28	1.30	0.73NS
Freedom in Selecting Teaching Materials	0.61	0.99	0.78	1.23	1.07NS	0.43	1.46	0.81	1.04	6.72*
Opportunity for Independent Thought and Action	0.52	0.88	0.89	1.10	2.59NS	0.46	1.15	0.59	0.93	2.78NS
Opportunity to Develop Close Friendships	0.87	1.34	0.55	0.95	2.30NS	0.64	1.23	0.72	1.18	1.39NS
Opportunity to Participate in Setting School Goals	1.17	1.34	1.22	1.03	0.34NS	1.16	1.65	0.91	1.26	3.84*
Equitable Distribution of School Resources	0.83	1.54	1.11	1.59	1.35NS	1.36	1.75	1.03	1.40	4.52*
Feelings of Job Security	1.22	1.52	2.00	1.76	3.42*	1.36	1.82	1.59	1.48	3.05*
Availability of Useful Advice with Professional Problems	0.74	1.42	1.22	1.33	3.07*	1.51	1.66	1.53	1.32	0.33NS
Degree of Freedom in Selecting Teaching Assignments	1.43	1.81	1.00	1.25	2.41NS	1.08	1.53	0.87	1.22	3.24*
TOTAL EFFECT	0.91	1.33	1.02	1.30	7.55*	0.91	1.58	0.93	1.25	3.10*

DIFF = Difference
NS = Not Statistically Significant
* = $p < .05$
+ = $p < .01$

TABLE 10

T-TESTS OF DIFFERENCE OF MEANS OF CURRENT AND DESIRED PERCEPTIONS OF JOB FACETS FOR RURAL AND URBAN MALE AND FEMALE BEGINNING TEACHERS

SATISFACTION FACETS	MALE			FEMALE		
	CURRENT	DESIRED	DIFF.	CURRENT	DESIRED	DIFF.
A. CONTENT FACETS						
Feeling of Worthwhile Accomplishment in Position	0.58	2.27	1.30	4.97*	0.49	7.03*
Feeling of Self Esteem in Position	0.91	6.13*	3.83*	3.83*	7.73*	9.94*
Feeling of Self Fulfillment in Position	6.46*	0.83	4.91*	3.63*	3.98*	6.33*
Positive Relationships with Students	0.33	0.43	0.00	3.61*	11.20*	7.17*
Positive Attitude of Students Towards Learning	6.01*	3.95*	0.42	6.16*	11.68+	3.27*
General Positive Behaviour of Students in Classroom	0	0.17	0.78	4.60*	10.24+	5.44*
Positive Relationships with Students' Parents	3.31*	0.18	3.70*	5.43*	0.88	6.03*
TOTAL EFFECT	0.06	1.52	0.88	1.12	8.43*	3.47*
B. CONTEXT FACETS						
Opportunity to Help Colleagues	2.38	0.98	1.75	1.13	6.25*	0.22
Decision Autonomy	1.16	2.89	0.17	1.35	2.55	3.85*
Participation in Formulating Policies	2.60	0.22	4.13*	4.15*	1.11	3.86*
Freedom in Selecting Subject Matter	0.40	1.31	0.34	5.80*	2.93*	4.67*
Freedom in Selecting Teaching Materials	2.29	3.65*	0.18	2.99*	8.68*	3.88*
Opportunity for Independent Thought and Action	1.07	5.63*	1.98	2.22	3.05*	1.56
Opportunity to Develop Close Friendships	0.11	1.37	1.19	6.95*	3.58*	4.66*
Opportunity to Participate in Setting School Goals	0.77	1.77	2.01	1.17	1.32	0.18
Equitable Distribution of School Resources	1.13	2.46	0.36	10.22+	0.72	8.51*
Feelings of Job Security	2.45	0.00	1.69	4.34*	2.67	2.22
Availability of Useful Advice with Professional Problems	1.89	1.05	1.64	11.01+	3.46*	13.22+
Degree of Freedom in Selecting Teaching Assignments	1.67	3.29*	0.73	1.69	2.67	5.41*
TOTAL EFFECT	0.54	1.25	0.49	0.83	0.25	0.00

CURRENT = Current Perception T-Test Results
DESIRED = Desired Perception T-Test Results
DIFF = Difference Between Current and Desired Perceptions T-Test Results
* = $p < .05$
+ = $p < .01$

1 - Some Concern

2 - Moderate Concern

3 - Of Major Concern

Part C of the questionnaire requested the respondents to follow these directions:

For each item below, please rate your *CURRENT* view (How much is there now?) and your *DESIRED* view (How much should there be?) by circling the appropriate numbers (two separate response columns were provided).

There were twenty-five facets of teaching that were identified through the literature as being closely related to satisfaction with teaching. These are listed below:

The feeling of worthwhile accomplishment you find in your position.

The opportunity for personal growth and development in your position.

The feeling of self-esteem you get from being in your position.

The feeling of self-fulfillment you get from being in your position; the feeling of being able to use your unique capabilities, realizing your potential.

The feelings of regard/importance you receive from your colleagues in your school.

The opportunity, in your position, to help your colleagues.

The amount of decision autonomy you feel in your position.

The opportunity, in your position, to participate in the determination of policies and regulations within your school.

The degree of freedom you have in selecting subject matter for the classes you teach.

The degree of freedom you have in selecting teaching methods.

The degree of freedom you have in selecting teaching materials, with the constraints of available funds.

Your positive relationship with students.

The positive attitudes of your students towards learning.

TABLE 11

CORRELATIONS OF DIMENSIONS OF JOB FACET SATISFACTION TO EXPRESSED CONCERNS FOR RURAL MALE BEGINNING TEACHERS

SATISFACTION FACETS	ORGANIZATIONAL					RESOURCE			POLICY		
	Class. Mgmt.	Class. Org.	Curr. Adpt.	Daily Plan.	Unit Plan.	Avail. of Res.	Ord.	Bdgt.	Exp. of Admin.	Sch. Pol.	Div. Pol.
A. CONTENT FACETS											
Feeling of Worthwhile Accomplishment in Position	.59	.41	.43	.07	-.02	.69*	.58	.28	.46	-.16	-.04
Feeling of Self Esteem in Position	.46	.44	.43	.45	.29	.58	.62	.62	.70*	-.05	-.12
Feeling of Self Fulfillment in Position	.43	.42	.29	.41	.36	.72*	.73*	.48	.49	-.23	-.17
Positive Relationships with Students	.28	.24	.15	.22	0.00	.00	.12	.59	.46	.50	.17
Positive Attitude of Students Towards Learning	.16	.70*	.22	.04	-.11	.17	.62	.76*	.65	-.34	-.55
General Positive Behaviour of Students in Classroom	.08	-.13	-.23	.62	.43	-.27	-.07	.13	.03	.21	-.10
Positive Relationships with Students' Parents	.57	.71*	.15	.22	.19	-.12	-.12	.12	.23	0	-.17
B. CONTEXT FACETS											
Opportunity to Help Colleagues	-.50	-.19	-.38	-.45	-.48	.12	.61	.36	-.12	-.24	-.26
Decision Autonomy	.11	.49	-.38	-.45	-.48	.12	.61	.36	-.12	-.45	-.48
Participation in Formulating Policies	-.35	.25	.37	.11	.06	.57	.78*	.70*	.70*	-.42	-.38
Freedom in Selecting Subject Matter	-.66*	-.31	-.02	-.05	-.02	.46	.81*	.56	.02	-.23	-.29
Freedom in Selecting Teaching Materials	.28	.60	-.55	-.22	-.12	.12	.57	.31	-.27	-.25	-.23
Opportunity for Independent Thought and Action	.28	.34	.53	-.08	-.19	.47	.59	.48	.63	-.37	-.35
Opportunity to Develop Close Friendships	.12	.34	.28	.29	.21	.13	-.01	.11	-.21	.51	.25
Opportunity to Participate in Setting School Goals	-.30	.09	-.10	-.22	-.28	.18	.47	.32	-.22	.07	-.08
Equitable Distribution of School Resources	.03	-.52	-.16	-.03	-.20	-.04	-.03	.28	.24	.57	.47
Feeling of Job Security	.21	.23	.26	.37	.44	.64	.58	.50	.58	-.21	-.05
Availability of Useful Advice with Professional Problems	.04	.50	.33	.42	.42	.62	.77*	.76*	.55	-.20	-.25
Degree in Freedom in Selecting Teaching Assignments	.10	.02	-.05	.43	.24	.28	.63	.87+	.71*	.07	-.13

blank = Not Statistically Significant
* = $p < .05$
\+ = $p < .01$

TABLE 12

CORRELATIONS OF DIMENSIONS OF JOB FACET SATISFACTION TO EXPRESSED CONCERNS FOR RURAL FEMALE BEGINNING TEACHERS

SATISFACTION FACETS	ORGANIZATIONAL					RESOURCE			POLICY		
	Class. Mgmt.	Class. Org.	Curr. Adpt.	Daily Plan.	Unit Plan.	Avail. of Res.	Ord.	Bdgt.	Exp. of Admin.	Sch. Pol.	Div. Pol.
A. CONTENT FACETS											
Feeling of Worthwhile Accomplishment in Position	.37*	.07	.08	-.10	-.03	.17	.17	.28	.15	-.02	.02
Feeling of Self Esteem in Position	.50+	.37*	.31*	.19	.14	.22	.14	.27	.41+	.24	.19
Feeling of Self Fulfillment in Position	.40+	.23	.29*	-.11	-.04	-.03	-.06	-.06	.28	.05	.03
Positive Relationships with Students	.49+	.13	.14	-.13	-.02	-.04	.09	.01	.05	-.15	-.09
Positive Attitude of Students Towards Learning	.60+	.15	.31*	-.07	.02	.06	.09	.14	.13	.06	.12
General Positive Behaviour of Students in Classroom	.64+	.08	.02	-.26	-.21	-.01	.14	.09	-.10	.03	.05
Positive Relationships with Students' Parents	.28	.24	.25	-.07	.03	-.06	.02	-.06	0	-.09	-.08
B. CONTEXT FACETS											
Opportunity to Help Colleagues	.38+	.16	.23	.01	.06	.24	.13	.09	.22	.07	.15
Decision Autonomy	.22	-.07	-.11	-.16	-.14	.12	-.27	-.23	.23	-.03	.08
Participation in Formulating Policies	.24	.21	.19	.20	.26	.01	.33*	.24	.23	.21	-.01
Freedom in Selecting Subject Matter	.25	.24	-.01	.02	.01	-.22	.08	.01	.21	-.04	-.27
Freedom in Selecting Teaching Materials	.23	.10	.01	.01	.03	.06	.24	.09	.14	.34*	.15
Opportunity for Independent Thought and Action	.37+	.15	.26	-.06	.01	.15	.27	.23	.27	.27	.21
Opportunity to Develop Close Friendships	.44+	.21	.17	.14	.21	.07	.25	.14	.24	.25	-.01
Opportunity to Participate in Setting School Goals	.21	-.04	.04	-.11	-.06	.07	.02	-.06	-.03	.15	.08
Equitable Distribution of School Resources	.31*	.49+	.36*	.31*	.31*	.31*	.31*	.23	.10	.30*	.12
Feelings of Job Security	.26	.23	.18	.29*	.27	.35	.09	.07	.42+	.19	.29*
Availability of Useful Advice with Professional Problems	-.01	.15	.10	-.11	.01	.25	.17	.25	-.22	.23	.15
Degree of Freedom in Selecting Teaching Assignments	.30*	.35*	.32*	.19	.20	.45+	.20	.22	.22	.21	.30*

blank = Not Statistically Significant
* = $p < .05$
\+ = $p < .01$

TABLE 13

CORRELATIONS OF DIMENSIONS OF JOB FACET SATISFACTION TO EXPRESSED CONCERNS FOR URBAN MALE BEGINNING TEACHERS

SATISFACTION FACETS	ORGANIZATIONAL					RESOURCE			POLICY		
	Class. Mgmt.	Class. Org.	Curr. Adpt.	Daily Plan.	Unit Plan.	Avail. of Res.	Ord.	Bdgt.	Exp. of Admin.	Sch. Pol.	Div. Pol.
A. CONTENT FACETS											
Feeling of Worthwhile Accomplishment in Position	.34	.25	.11	.49+	.26	-.05	-.05	-.15	.37*	.40*	.43*
Feeling of Self Esteem in Position	.37*	.21	.09	.20	.17	.07	.22	.25	.26	.34	.27
Feeling of Self Fulfillment in Position	.40*	.11	.04	.33	.36*	-.17	.01	.08	.15	.24	.25
Positive Relationship with Students	.33	.04	.31	.19	.35*	.17	.14	.28	.16	.25	.20
Positive Attitude of Students Towards Learning	.24	.09	.24	.20	.13	-.05	.02	.28	-.18	.16	.16
General Positive Behaviour of Students in Classroom	.47+	.54+	.19	.26	.21	.07	.16	.16	-.15	.18	.24
Positive Relationships with Students' Parents	.19	.06	.28	.13	.23	.09	-.01	.04	.21	.38*	.51+
B. CONTEXT FACETS											
Opportunity to Help Colleagues	.22	0	-.01	.26	.34*	-.17	-.21	.12	-.09	-.06	-.05
Decision Autonomy	.33	.39*	0	.13	-.25	.29	.33	.25	.43*	.40*	.16
Participation in Formulating Policies	-.03	-.14	-.12	-.09	-.39*	.34	-.12	.05	.26	.46+	.27
Freedom in Selecting Subject Matter	-.06	-.03	-.29	.07	-.21	-.07	.08	-.15	.17	.28	.04
Freedom in Selecting Teaching Materials	.18	.16	-.02	-.05	.04	-.06	.21	-.16	.29	.08	-.14
Opportunity for Independent Thought and Action	.25	.245	-.01	.16	-.12	.07	.12	-.01	.10	.39*	.24
Opportunity to Develop Close Friendships	.19	.03	-.21	.03	.11	.18	.01	.26	.12	.15	-.13
Opportunity to Participate in Setting School Goals	-.05	.01	.11	-.31	-.33	.23	-.01	-.12	.11	-.04	-.04
Equitable Distribution of School Resources	-.07	-.23	.10	.14	-.03	.16	.02	.07	.55+	.42*	.41*
Feelings of Job Security	.22	-.05	-.13	.04	.043	.16	.24	.39*	.11	.39*	.05
Availability of Useful Advice with Professional Problems	.31	.20	.25	.35*	.27	.32	.24	.27	.40*	.30	.18
Degree of Freedom in Selecting Teaching Assignments	.16	0	.10	-.04	-.06	.10	-.01	-.02	.40*	.46+	.43*

blank = Not Statistically Significant
* = $p < .05$
\+ = $p < .01$

TABLE 14

CORRELATIONS OF DIMENSIONS OF JOB FACET SATISFACTION TO EXPRESSED CONCERNS FOR URBAN FEMALE BEGINNING TEACHERS

SATISFACTION FACETS	ORGANIZATIONAL					RESOURCES			POLICY		
	Class. Mgmt.	Class. Org.	Curr. Adpt.	Daily Plan.	Unit Plan.	Avail. of Res.	Ord.	Bdgt.	Exp. of Admin.	Sch. Pol.	Div. Pol.
A. CONTENT FACETS											
Feeling of Worthwhile Accomplishment in Position	.32*	.37+	.08	-.10	-.03	.17	.17	.28	.15	-.02	.02
Feeling of Self Esteem in Position	.03	.11	.31*	.19	.14	.22	.14	.27	.41+	.24	.19
Feeling of Self Fulfillment in Position	-.01	.16	.29*	-.11	-.05	-.03	-.06	-.06	.28	.05	.03
Positive Relationships with Students	.12	.19	.14	-.13	-.02	-.03	.09	.01	.05	-.15	-.09
Positive Attitude of Students Towards Learning	.28*	.34+	.31*	-.07	.02	.06	.09	.14	.13	.06	.17
General Positive Behaviour of Students in Classroom	.40+	.08	.02	-.26	-.21	-.01	.14	.09	-.10	.03	.05
Positive Relationships with Students' Parents	.28	.24	.25	-.07	.03	-.06	.02	-.06	.01	-.09	-.08
B. CONTEXT FACETS											
Opportunity to Help Colleagues	-.04	-.05	-.01	.26	.34	-.17	-.22	.12	-.09	-.06	-.05
Decision Autonomy	.08	-.04	0	.13	-.25	.29	.33	.25	.43*	.40*	.16
Participation in Formulating Policies	.08	.02	-.12	-.09	-.39	.34	-.12	.06	.26	.46+	.27
Freedom in Selecting Subject Matter	-.14	.05	-.29	.07	-.21	-.07	.08	-.15	.17	.28	.04
Freedom in Selecting Teaching Materials	-.02	.08	-.03	-.05	.04	-.06	.21	-.16	.29	.08	-.14
Opportunity for Independent Thought and Action	-.09	-.12	-.17	-.03	-.10	.18	.24	.27	.39*	.13	
Opportunity to Develop Close Friendships	.44+	.21	.17	.14	.21	.07	.25	.14	.24	.25	-.01
Opportunity to Participate in Setting School Goals	.21	-.04	.04	-.11	-.06	.07	.02	-.06	-.03	.15	.07
Equitable Distribution of School Resources	.31*	.49+	.36*	.31*	.31*	.31*	.31*	.23	.10	.30*	.12
Feelings of Job Security	.26	.23	.18	.29	.27	.35*	.09	.07	.42+	.19	.29*
Availability of Useful Advice with Professional Problems	-.01	.15	.10	-.11	.01	.25	.17	.25	-.22	.23	.15
Degree of Freedom in Selecting Teaching Assignments	.30*	.35*	.32*	.19	.20	.45+	.20	.22	.22	.21	.30*

blank = Not Statistically Significant
* = $p < .05$
\+ = $p < .01$

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